



# WELCOME!

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# Formative Assessment for Montana Educators: Classroom Instruction

- An Online Class
- Presented by the Office of Public Instruction
- Summer 2012
- Judy Snow, State Assessment Director



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# Facilitators

- Stevie Schmitz, Class and Learning Community Facilitator
- Alisia Landis, Registration and Technology Managers
- Judy Snow, Class Manager



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# Format

- Reading Assignments
  - *Formative Assessment: Making It Happen in the Classroom* by Margaret Heritage (Fame I)
  - *Embedded Formative Assessment* by D. Wiliam
  - Additional Readings (listed on the syllabus)
- Online Learning Communities
  - Individuals or groups
  - Graduate credit—required on the timeline specified in the syllabus
  - Renewal units—optional, depending on number of units desired.



# FAME – CI Dates

- Week of June 18, 2012 through the week of July 27, 2012
- Assigned readings are every other week.
- Learning communities are conducted during alternate weeks.



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# Reading Assignments

- Chapters 1, 2 and *Inside the Black Box*
- Ch. 3 and *Mapping the Road to Success*
- Ch. 4 and *Formative Assessment*
- Ch. 5 and *Focus on Formative Assessment*
- Ch. 6 and *What are Formative Assessments and why should we use them?*
- Ch. 7 and *The Best Value in Formative Assessment*
- Ch. 8 and *Formative and Summative Assessment in the Classroom*
- All chapters refer to Margaret Heritage's Book



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# Important Information

- Attendance – This will be recorded for CEU and graduate credit purposes.
- Assignments – We will go over this in class on the first night and answer all of your questions.



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# Introductions

- As we will be spending important time together, please introduce yourself to the learning community....
- The facilitator will begin...



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## Discussion:

- Heritage--Chapter 1. Introduction;  
Heritage--Chapter 2.  
Assessment with and for Students;  
*Inside the Black Box*  
William—Chapter 1. Why Educational Achievement  
Matters  
  
and



# Next week, read:

- Chapter 3. It All Depends on what the Data Tell You (Heritage)
  - Chapter 2: The Case for Formative Assessment (William\_
- And
- *Formative Assessment: Mapping the Road to Success* (found at [http://teachersontechnology.com/pdf/pr\\_formativeassessment.pdf](http://teachersontechnology.com/pdf/pr_formativeassessment.pdf) )



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# Objectives

- *1. Learn about the process of formative assessment.*
- *2. Explore the theoretical and research base, which underpins formative assessment.*



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# Formative vs. Summative

What did we learn about formative assessment from this week's readings?

How do we describe formative versus summative assessment?



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# Professional Learning Communities

- Reflection Question #1

1. How often do you use formative assessment in your classroom?

How often do you use summative assessment?



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# Reflection Question #2

2. For what purposes do you use summative and formative assessment? Are these purposes the same as the ones described in the chapter?



# Reflective Question #3

- Which areas that you have read about in this chapter would you like to develop further in your work?



# Black and Wiliam

- “Teachers need to know about their pupils’ progress and difficulties with learning so that they can adapt their work to meet their needs—needs which are often unpredictable and which vary from one pupil to another. Teachers can find out what they need in a variety of ways — from observation and discussion in the classroom, and from written work of pupils whether done as homework or in class.”
- What does this mean to you?





# Black and Wiliam

- There is evidence that improving formative assessment raises standards.
- There is room for improvement.
- There is evidence about how to improve formative assessment.



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# Black and Wiliam

- **“Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.”**
- **How does this statement relate to our current assessment processes?**



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# Black and Wiliam

- **“For formative assessment to be productive, pupils should be trained in self assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.”**
- **Are your students skilled at self-assessment? How can you help?**



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- **“Tests and homework exercises can be an invaluable guide to learning, but the exercises must be clear and relevant to learning aims. The feedback on them should give each pupil guidance on how to improve, and each must be given opportunity and help to work at the improvement.”**
- **Do you agree with this statement?**



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# Objectives Revisited

- *1. Learn about the process of formative assessment.*
- *2. Explore the theoretical and research base, which underpins formative assessment.*



# What's Next?

- Next week, read:
  - Read the chapters and articles assigned in the syllabus and be prepared to discuss them

## Questions?



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# THANKS FOR YOUR ACTIVE PARTICIPATION!

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Please send additional comments, questions, or  
feedback to me at  
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